



AIGLON
Switzerland



School

Rules, ranks and privileges: we present a history of Aiglon's rules of conduct.

People

What makes a great leader? Aiglonians share their experiences.

Mountain

We meet the students charged with the task of introducing the mountain.

Ideas

Round Square: how founding member Aiglon has shaped its history.

AIGLON

The Magazine of Aiglon College

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AIGLON
THE MAGAZINE



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Managing editor: Karen Sandri
Editor: Mira Katbamna
Deputy editor: Steve McGrath
Designer: Kate Monument
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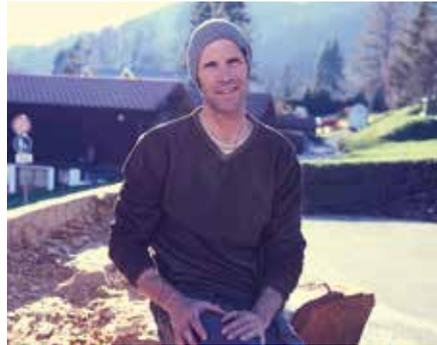
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Cover: A view of the mountain.
Photograph: Joe McGorty



Features



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Sixth former Nick Topman on the challenge of high expeditions.



Editor's letter

Welcome to issue seven

THE CYCLICAL NATURE OF school life ensures that the structure of the year stays the same – however, each year has its novelties. One hard-to-miss addition to campus this year has been the new Exeter boarding house. To see what it looks like, turn to page 42.

Overall, 109 new families joined the Aiglon community this school year. Twelve of those new students immediately joined the hard-working team charged with planning and executing the 50th Round Square International Conference co-hosted by Aiglon. On page 28 you can read the history of Aiglon's involvement with Round Square and see what happened when 500 delegates from around the world came up the mountain.

Many Aiglonians go on to be leaders – of families, of companies, of countries. On page 22 we talk to four alumni about how their international education has impacted their leadership and why, in today's world, a global outlook is more important than ever. On page 34 we tell the story of Aiglon's rules handbook, from the original 'Rules, Ranks and Privileges' to today's Handbook, and on page 16 we speak to the student ambassadors charged with guiding prospective Aiglonians on their first tour of campus.

I hope you enjoy this edition; please remember to tell us what you think!

Karen Sandri

Send your comments to
advancement@aiglon.ch.

Your letters

Tuck shop memories

Reading your great piece on the tuck shop (AM, Issue 6) reminded me of the four years I spent working there with Mady Cherix.

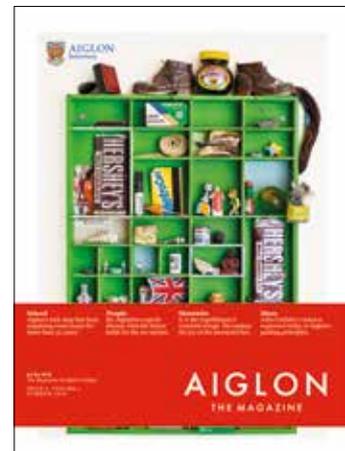
Mady was a mother figure for me – and, I think, for many other students too. She cared about the students, would listen, advise them – and most certainly feed them.

The tuck shop had a great atmosphere, and was extremely lively! During break each day it was full (too full), but we loved it! Her cookies, sandwiches, pizzas, drinks and pains au chocolat all went down really well with the students.

Mady taught me about working hard, and how every single franc is important. She helped and cared about me, and most importantly would spend hours listening to my problems with great care. Working at the tuck shop was a great pleasure for me – oh how I miss it.

Jean Dilley
(Alpina, 2014)

**Aiglon Magazine,
Issue 6**





School



People



Body



Mountain



Mind



Spirit

A flourishing school

I'm so pleased to see the school thriving in the pages of the magazine; I always enjoy reading it and feel proud of the way Aiglon has kept its fine traditions while flourishing in a rapidly changing world.

I spent only one year there when my parents were on sabbatical in the Philippines, and one of my brothers, John Golay, also attended for a year in 1965-66. We both had happy, memorable years there, enjoying the fine education, wonderful outdoor experiences and close friendships.

Jane Golay Steinkraus
(Clairmont, 1976)

Helen Gravett

Thank you for your sensitive expression of condolence at the passing of my stepmother, Helen Gravett (née O'Neill). I believe the two-and-a-half years she spent working at Aiglon as personal assistant to John Corlette in the 1950s was transformative for her, and a key to her broad cultural understanding and openness and generous personality.

Crispin Gravett

What's in a name?

Referring to Terence O'Hara's letter (AM, Issue 6), the girls in the chalet that we tried to break into were not from Chatelard, but I just cannot remember the name of the school. It was situated near Vevey and it was an all-girls school at the time – if anybody knows the name I would love to hear from them.

William Lockwood
(Belvedere, 1965)

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NEWS



Round Square conference

As a founding member of the global schools network Round Square, Aiglon was proud to have hosted the International Round Square Conference in its 50th year. Five hundred delegates from around the world attended, to hear headline speakers such as King Constantine of Greece, His Highness the Aga Khan, Sir Jackie Stewart, polar explorer Ben Saunders and Apollo 15 Command Module Pilot Colonel Alfred Worden. See p28 for more details.

Campus masterplan

The latest step in Aiglon's campus masterplan, the new Exeter boarding house, opened its doors and welcomed 49 girls for the start of term. The next stage of the plan will be the development of an Assembly and Arts building, described by Head Master Richard McDonald as "a transformational element that will unlock further development of the campus".

Aiglon in video

Three new school videos have been launched to highlight the leading themes and unique dynamics of an Aiglon education and life on the mountain. A 90-second promotional advert, a quick cross-section of everything Aiglon offers, is supported by two slightly longer films which capture the unique ethos and atmosphere of life at the school. To view the videos, visit www.aiglon.ch/new-aiglon-videos.

Class of 2016

The Class of 2016 maintained Aiglon's outstanding reputation of IB results by achieving an average score of 34.4, four points higher than the global average. Ten students scored a total of 40 or more out of a possible 45 points. In addition, 49% of all IGCSE exams were awarded an A or A*. The school is also proud to note that 13 members of the Class of 2016 have been awarded scholarships to their university of choice, three on full scholarships including tuition fees, room and board.



Illustrations by Ruby Taylor



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From the Head Master Beyond the fog

Richard McDonald
HEAD MASTER

IT IS EASY TO WAX LYRICAL ABOUT the view from our mountain. Its blend of breathtaking, big-screen grandeur, its ever-changing palette of colours, its transparent millefeuille of scenes between foreground and backdrop, all make it unrelentingly inspiring. After 22 years, I still stall conversations to photograph it, as though a first-time witness to its mesmeric power.

But what happens when the fog rolls in? There can be days, or even weeks, when the decorative or dramatic clouds enshroud our community and we are gloved in a damp penumbra. Strangely, our first response is to apologise to our visitors: “What a shame you can’t see the view – you really must trust us, it is inspiring! Here, look at this picture; and look here, this is what the view looks like under snow.”

Why do we apologise for something beyond our control? And why do we feel a need to justify its existence? It is still there after all, and will remain long after we are all gone.

The answer perhaps lies in our ability – or sometimes lack of it – to live comfortably in a world that is defined by what we know to be there, and what we know to be wonderful, but that we are unable to see, access or share. We are reminded that we have to carry it within us, and not rely on our sensory equipment to reassure us of the material furnishings of the stage we tread.

This perhaps touches on the essence of what we refer to as ‘spirit’: a confidence in the enduring presence of something that is powerful, that defies (and may always defy) our comprehension, that is inexplicably beautiful and moving, to which we belong both as a spectator and as a living part.



Joe McCarty

“

What we call ‘spirit’ is a confidence in the enduring presence of something that is inexplicably beautiful

We are challenged to transcend materiality, to appraise our world not through our conventional senses but through a reflective synthesis of all our experiences.

When the fog rolls in to shroud our view – our lives – it is an opportunity. And when we glimpse through a break in the mist a tantalising fragment of the majesty that lies beyond, framed in a moving tableau of restless cloud, this may afford us the most awe-inspiring view of all. **A**



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Please Drink Responsibly



Here's looking at you Susanne Masters

(Exeter, 1996)

Writer: ANNE WOLLENBERG

Photography: AMY HINSLEY



MOST AIGLON REUNIONS ARE planned, but **Susanne Masters** (Exeter, 1996) spotted former teacher Mr Tony Hyde entirely by chance while hiking in Ladakh, India. “I was there for just one night when I all but bumped into him, along with a group of students participating in a Round Square trip.”

Susanne is an ethnobotanist, working at the interface between people and plants. “I’m interested in the links between nature and culture,” she says. “Not only do plants clean the air and provide delicious flavours, they are also the main form of healthcare for people without access to pharmaceutical medicine.”

Today, she works as a consultant on product development using botanical ingredients. Particular areas of expertise are finding ingredients that enhance brand identity, developing sustainable and reliable supply chains while conserving wild plant populations, meeting legislative requirements on orchid trade and sourcing botanicals for distilling.

Biology was always a favourite subject, she says. “I carried on learning about

“
I didn’t set out
to work for
distilleries developing
gin recipes!”



plants in my spare time – I just didn’t quite realise people would pay me for it!”

Susanne is also a keen swimmer, and has been invited to compete in winter swimming races everywhere from Siberia and China to Lesotho, Chile and Vermont. And while her current winter and wild swimming stems from her life on the south coast in Dorset (the sea, she says, is “like a limitless pool”), Susanne remembers swimming at Aiglon. “On Wednesday afternoons I would swim in Villars,” she says. “The pool was large and often empty. In the winter, walking back to Exeter, there would be icicles in my hair.

“I didn’t set out to work out for distilleries developing gin recipes or write about wild swimming,” Susanne reflects. “I just pursued the things that interested me. And the fact that Aiglon encourages you to engage with the outdoors on all levels, from sports to community service on conservation initiatives, provided a foundation for that. Because when you wake up and start each day seeing mountains, who wouldn’t want to get out there and climb them?” 



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Staff room

The mountain classroom

Chris Chalcraft

DEPUTY HEAD (STUDENT LIFE)



Joe McCorry

WHEN IT COMES TO THE TOPIC of expeditions, it's not unusual for our students to remember most vividly the challenge. Not the ascent of a peak on a glorious sunny day or an enjoyable meal after a rewarding day on the mountain, but the times when they have really battled against difficult weather conditions or forgotten their sleeping bags.

At Aiglon, our mountains are so much more than simply a beautiful backdrop. We challenge our students, and we tailor those challenges to individual students so that everyone can participate, and everyone is stretched. We might have some students kayaking, some rock climbing, some mountain biking and others sharing experiences in our service projects working with the local refugee centres.

We strive to make the best use of what's on offer in our alpine location. That doesn't always have to be the mountains. Every residential trip or excursion is a learning experience, including the need to get along with your fellow students when you're together 24 hours a day.

At Aiglon, our Guiding Principles are integrated into everything we do. That includes emphasising a balance between mind, body and spirit, which is why we talk about co-curricular, not extra-curricular, activities – they are truly integrated into the curriculum. There isn't a clear dividing line between what is academic and non-

academic, or what is inside or outside the classroom.

We live those principles in our Expeditions and Physical Education programmes – we're always outside, be it in the snow, rain or sun.

Lots of schools boast extensive activity lists, but our programme is unique. It's an incredible experience for our students, and that's partly down to the wonderful environment that surrounds us. We take every opportunity to get outside, we're familiar with the environment and we use it all the time. Even if you're doing the same route again, the experience can be completely different.

“

We remember the times when we battled against the weather – or forgot our sleeping bags

The quality of our staff is also part of what makes an Aiglon education so special. We have a huge wealth of experience and there's also a real love for the outdoors.

As with any effective teaching, when you love your subject and love what you do then that comes across to students – who are motivated to keep challenging themselves and keep pushing themselves to discover their own limits.

Sometimes you can explore an amazing location and yet miss what's right under your nose. So as well as exploring exciting places around the world with our service projects and trips to places like Kilimanjaro and Mont Blanc, we also never forget what's right here on our doorstep. 📍





Around the mountain

TAVEYANNE

Writer: SANDRA HAURANT
Photography: IAN WHITE



THE CHANGING OF THE SEASONS is always felt more keenly in the mountains than anywhere else. And in the commune of Gryon, which stretches from the Avançon river all the way up to the massif of Les Diablerets, the arrival of cooler weather has for centuries meant a fundamental change to how life is lived.

“It is thought that, in the 13th century, the pastures at Taveyanne belonged to the abbey here, and were rented out to the people of Gryon,” says local guide Mireille Chaperon. “That arrangement continued for more than 500 years – in the 18th century, the tenure of the pastures was handed back to the families using them.”

The site – visited by Aiglonian cyclists and cross-country skiers – is home to a group of beautiful traditional chalets, which would have provided shelter for the villagers and been used to make produce such as cheese and butter from the dairy cows they milked there.

But in spite of its bucolic charm and Alpine beauty, the place has a colourful history. There were numerous quarrels around grazing rights in the Middle Ages, says Mireille, and in 1719, arson saw the destruction of 34 chalets.

At the end of the 18th century, Vaudois revolutionaries used Taveyanne as a base from which to attack the people of a neighbouring commune loyal to the Bernois. “In the end, the Vaudois burned chalets to keep themselves warm!”

These days, the site has a far more peaceful atmosphere. Building limitations mean that new construction is controlled to maintain the history of the area, and many people still come in the summer to take in the beauty and calm of these emerald mountainsides. Each year, the local villagers and visiting tourists celebrate the warmer weather with a Midsummer Festival, which takes over the commune during the first weekend in August, carrying on a centuries-old tradition. **A**

Diary



JANUARY – AUGUST 2017

For further information
or to register for an event
visit www.aiglonlife.ch/events



Sports Day
circa 1960.
Photo supplied by
Reg Owens (1961)



“

There were numerous
quarrels – in 1719, arson
destroyed 34 chalets

Mireille Chaperon

(marmottevagabonde@gmail.com)



On these pages

The small village of Taveyenne, tucked into a nature reserve and classed as a historical monument, still operates without electricity. Its chalets, built from local timber and Bardeaux roofs,

are examples of the artisanal skills typical to this area of Switzerland. The restaurant Refuge de Taveyenne welcomes visitors from May to October. Reservations are recommended (+41 24 498 1947). Remember, there is

no electricity to run a credit card machine so only cash is accepted!

February 2017

Dubai reception

Reflecting Dubai's role as a hub for many Aiglonians, we will be hosting an annual spring event in the desert city. Please check your inbox for the invitation which will follow shortly.

23 March 2017

Current parents

This spring the music department will be presenting *Little Shop of Horrors*, and we invite current parents to join us for a pre-show aperitif dinatoire on Thursday 23 March from 6pm to 7.30pm, followed by the performance at 7.45pm.

24 March 2017

Career ahead

Representatives of our College and Careers team will offer advice on the selection and application process for your child on Friday 24 March in the Tony Jashanmal Sports Centre Classroom.

24 June 2017

Graduation

Mark your calendars: Graduation takes place on Saturday 24 June. Hotels in the area will quickly reach capacity so reserve your accommodation now.

July 2017

Reunion weekend

As part of our aim to dedicate the first week in July to reunions at Aiglon, the Class of 1997 is currently in the process of planning their weekend and would welcome contact from anyone in that year. If you are interested in holding a reunion for your class, please contact your class secretary or Alumni Officer Seth Barker at alumni@aiglon.ch

19-26 August 2017

Eclipse trip

Head of Physics John Turner is working with Travel Quest to organise an eclipse viewing trip, open to alumni and families. Contact John at JTU@aiglon.ch

Throughout 2017

Aiglon Global

Wherever you are in the world, we'd love to see you! We love it when you return to the mountain, but Aiglon's Advancement, Admissions and Alumni team are delighted to meet the Aiglon community around the world. To find out when we will next be coming to a city near you, please visit our 'Meet us around the world' page, which you can find here: www.aiglon.ch/meetus



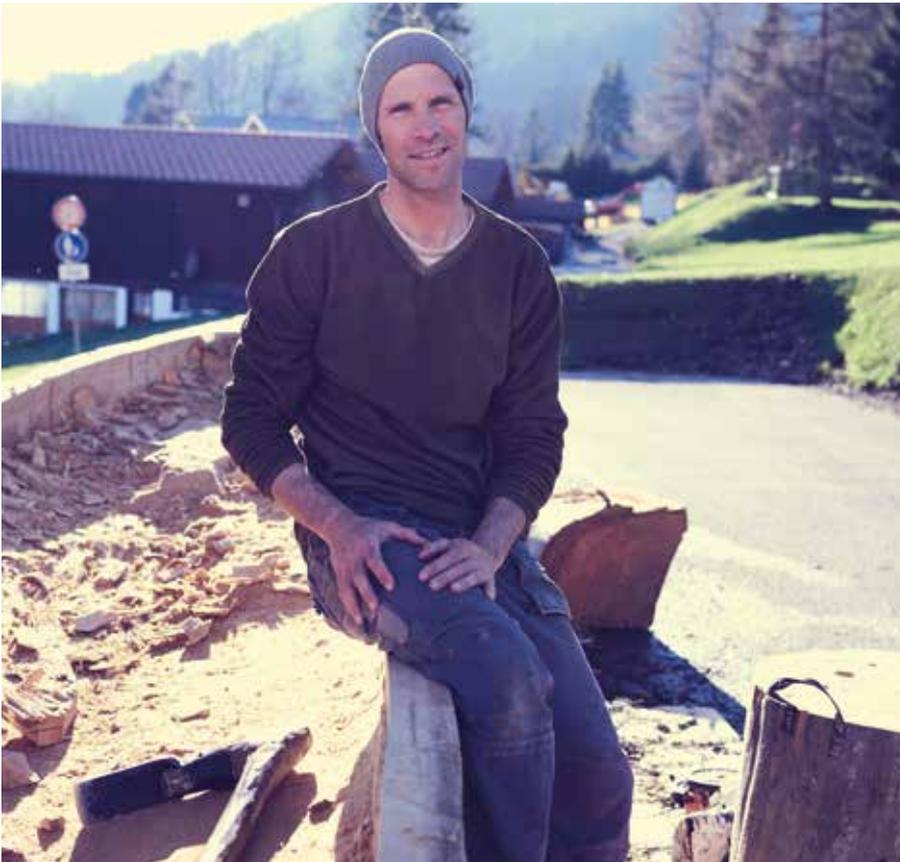
Private Passions

Tom Krueger

Mathematics teacher and Alpina houseparent

Writer: ANNE WOLLENBERG
Photography: JOE MCGORTY

These pages —
Tom Krueger and John Bitar (Alpina, 2016) earlier this year, working on his canoe made from an ayous tree from Cameroon. Mr Krueger hopes to have the boat in full use by the spring.



Joe McGorty

“I spotted a stall with a foot-powered pole lathe and a bicycle made entirely from wood,” remembers Mr Krueger, who was teaching in the UK at the time. He then discovered the Cherry Wood Project, near Bath. “I started taking pupils there to learn bodging: using traditional techniques to make furniture parts such as chair legs,” he remembers. “I realised you didn’t have to be a trained carpenter with expensive tools to make things out of wood.”

Mr Krueger has also built an earth oven on the Alpina terrace, a medieval rope-making machine and a memorial bench to commemorate Aiglon nurse Louise Lewis – and hopes to build a wooden house one day. “I like making things that have a purpose,” he says. “It’s also important to use your hands. I hope this is one of many challenges I can introduce at Aiglon to keep those skills alive. We know how to climb mountains, ski and use Google Docs, but now we also know how to make chairs.”

He hopes the boat will be fully usable come spring, but has yet to decide how powerful an engine it will have (when there is not a full paddling team). “The scariest moment will be when it touches water for the first time. Will it sink or float?”

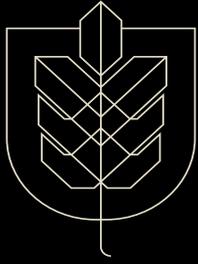
“If we succeed, it’s going to be a great story to tell,” says Mr Krueger, who hopes to use the completed boat for weekend excursions and summer expeditions.

The conversion of the boat from tree to usable craft has been a talking point for months. “People used to walk by and ask: ‘what are you doing with that massive tree?’ Now they say: ‘hey, look at the boat!’” **A**



MR TOM KRUEGER’S CURRENT project is hard to miss – due to the fact that it stretches across four parking spaces beside Alpina. “I’ve never done anything like this before,” he says. “I’m working with a couple of chainsaws and I’m equal parts excited and absolutely terrified.” Follow the smell of freshly cut wood and you’ll see it: an ayous tree from Cameroon, which he and the Alpina boys are turning into a dugout canoe.

Mr Krueger fell in love with woodwork as a child. “A family friend did lots of work in our house,” he remembers. “I helped with projects like framing pictures, making furniture and partitioning walls. I loved the precision and the smell of cut wood. Although tempted by a career in carpentry, he pursued an academic route – and later rediscovered the joys of woodwork at an arts festival in Winchester, England.



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Writer: PETER TAYLOR WHIFFEN
Photography: JOE MCGORTY

Guiding lights

Your first visit to Aiglon can be a life-changing experience. One group of people get to see those moments close up: Aiglon's student guides.



Left —
Jason Chen (St Louis, Fifth form), pictured outside the newly acquired St Louis boys boarding house.

Main —
Najeeba Al-Sakkaf (Exeter, Lower Sixth) outside her own boarding house.



Right —
Kate Maguire
(Clairmont, Upper
Sixth) in front of the
observatory.



“

MY FIRST MEMORY OF AIGLON IS THE drive up the winding mountain before arriving at the campus. I'd been at the same school in Ireland since I was three, which was significantly smaller than Aiglon's campus – where there were so many buildings! I was excited but I was apprehensive as well – but then I was greeted by a friendly face and a really warm welcome. I knew then that it would be fantastic.”

Kate Maguire (Clairmont, Upper Sixth) so values the warm reception she received from a student guide on her first day that today she is determined to give that same friendly welcome to other new arrivals. As one of the school's student ambassadors, she is responsible for greeting prospective students and their parents and showing them around Aiglon.

“I've never forgotten how much my guide, Rebecca, engaged me. She was so attentive, talked to me about the things I was interested in, and then even had lunch with us,” says Kate. “It really made me feel at home, even though I'd only just arrived.”

Aiglon gets hundreds of visits a year from prospective students and parents keen to

find out more about becoming an Aiglonian. And the best adverts for Aiglon, says ambassador **Zac Goldberg** (Delaware, Upper Sixth), are students themselves. “Students give a different perspective – an idea of what life here is really like,” he says. “The staff will tell visitors that the school is great and they are being truthful – but somehow you believe it more if you hear it from a student.”

Students have of course been meeting and greeting visitors for decades, but the ambassador scheme was introduced in 2015 to help to make that welcome even warmer, says Senior Admissions Officer **Mrs Stephanie Heathfield**.

“We visited the senior boarding houses and invited all interested students to take part in an application process,” she explains. “We asked candidates to tell us how they felt Aiglon had benefited them and why they would be good guides. As a result, we now have about 50 ambassadors in the senior school and we can now match these students with our visitors by age groups, nationalities, languages and interests.”

A key skill, of course, is putting young visitors at their ease. “Prospective students always seem uneasy, which is understandable,” says **Lisa Peppi** (Clairmont, Lower Sixth). “I find they listen carefully and don't ask too many questions – it's parents that tend to do most of the talking, but they can be nervous too. I try to keep this in mind when giving a tour – giving them information they would like to know without putting them in the spotlight.”

There are other challenges for the guides, too – they never quite know what sort of questions they're going to get. “Students have asked: ‘Can I bring my dog?’ and on more than one occasion: ‘Can I bring my ▶



Below —
Zac Goldberg (Delaware, Upper Sixth) outside the Tony Jashanmal Sports Centre.

“

Students give a different perspective – an idea of what life here is really like. Somehow you believe it more from them





Above —
Lisa Peppi (Clairmont,
Lower Sixth) outside
Belvedere House.

horse?” says Mrs Heathfield. “We had to show them that even if we allowed it, there’s not much flat ground to be found here!”

Kate agrees it can be difficult to come up with answers on the hoof, as it were. “Most students want to know about the boarding – either they’ve come from boarding schools and want to know how Aiglon’s routine compares or, like I was, they’re new to it and want to understand how it works.”

But while many questions are straightforward, parents’ queries can be challenging and varied and require a good grasp of the relevant figures. Recent questions include everything from how often teachers are appraised and exam pass rates, to whether students can study such diverse subjects as animation, robotics or the South African language IsiZulu.

“If we don’t know the answers, we ask the staff,” says Zac. “Many people also think of other questions after they’ve left, and we do have the option of giving out our email addresses in case they want to contact us about anything.”

Lisa says she learns things from parents’ questions, too. “If I cannot find out an answer during the tour I will attempt to

“

‘Can I bring my horse?’ asked one. ‘There’s not much flat ground,’ I said

discover it afterwards,” she says. “Students don’t know everything that goes on behind the scenes or how the school is run, so it is always fascinating to find out some more information for myself.”

So is there one place on the tour that every guide looks forward to showing? You bet. “The sports centre,” says Kate, without hesitation. “Everyone is always blown away by it.” And Lisa adds: “Such a big, modern facility in the mountains never fails to impress families.” But she is also particularly proud of Aiglon’s art department: “The wide range of equipment as well as the artwork on the walls always amazes visitors.”

Zac recalls a rather more embarrassing moment. “It wasn’t my tour, but one of my friends was showing round what I thought was a student and his mum and I asked him: “So, when will you be starting?” It turned out they were a couple who were looking at Aiglon as a school for their son! Honestly, he could have passed for 17. But the most embarrassing thing was I’d suggested that his wife was his mother!”

Mrs Heathfield also sees some blushing moments. “We have had difficulty with visitors who arrive wearing inappropriate footwear for campus tours!” she says. “That’s always a little awkward – although it does show them the reality of our alpine environment during the snowy winter months.”

And that, essentially, is the whole point of the tours, and the ambassadors who lead them. Lisa loves seeing her visitors’ reactions: “Being a guide has made me even more proud to be an Aiglonian,” she says. “The families’ impressed expressions when told about skiing, expeditions or co-curricular activities always puts a smile on my face and makes me appreciate the things we have the pleasure of enjoying on a daily basis.”

Zac agrees. “The facilities are great and the students and the staff are fantastic – we all have such a tight bond,” he says. “But apart from all of that, I just love to show people the views of the mountains and the valleys. You could look at this scenery a thousand times and it would still take your breath away. That’s what I want to get across – how lucky we are to be here.” **A**



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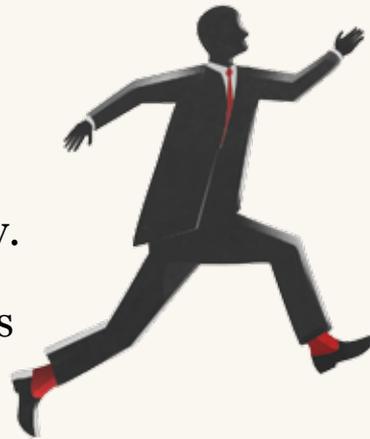
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Writer: LUCY JOLIN
Illustrations: MATT MURPHY

Where they go, others follow. When they speak, people act. What they do affects many. Leaders stand out in a crowd, but what is it that makes them different? Aiglonian leaders from around the world share their stories.



LEAD

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HENJOHNELINK-SCHUURMAN (Belvedere, 1984), began his professional career, working for software startup mPortal in the USA, his manager walked in one day and announced: “I need 10 people to pack up and move to India for a year and you need to be there in the next three weeks.” For John, there was no hesitation. He raised his hand and announced: “I’ll go” – and he did: he packed up his belongings and spent a year in Mumbai.

“My first set of roommates at Aiglon included boys from Swaziland, Iran and Peru,” remembers John, now Manager of the Virginia Leaders in Export Trade (VALET) Programme at Virginia Economic Development Partnership, which supports and encourages Virginia businesses to trade internationally. “If this diversity of nationalities sparked one thing in me which has been a theme throughout my career, it’s a curiosity to always try to understand more and learn more. In the business world, that’s a huge advantage – though, of course, I didn’t recognize that at the time.”

How important is an international education in helping to develop global leaders? In the 21st century, having a global outlook is essential, not nice-to-have. Travelling from country to country is barely worthy of comment. John remembers how exotic expeditions to France and Germany seemed back in the 1970s, while today’s Aiglon students regularly travel anywhere from the summit of Mount Kilimanjaro to refugee schools in Thailand. Apple, Google and Facebook span the globe, we can buy products from Russia or Skype colleagues in South Africa with a single click.

However, these are bewilderingly rapid changes, and simply living in a global world doesn’t necessarily mean having a global outlook: sending a funny tweet to a stranger in Mumbai is very different from closing a multi-million-dollar deal with her company. That’s where the qualities gained through an international education come in.

Leadership, is, of course, many things to many people, but most would agree that good leaders are also good communicators. “People these days are much better travelled,” says **Pamela Bates** (Clairmont, 1985), who formerly served as a US diplomat in Brazil and is now economic and commercial officer for multilateral trade at the US Department of State. “But there are global connections in many industries that would not have been there in the past, and for that to all work well, you have to be able to communicate across different cultures.”

For Pamela, good leadership requires good communication. “Leadership is about organising a group to reach a common goal. The only way to do that is if you have effective and clear communication in the group. You have to understand people’s interests, concerns, objectives and whether they share the objectives of the common goal. An international education brings that.”

It’s not just about being able to speak the same language, either, though that certainly helps, but also interpreting something more esoteric: a mood, perhaps, or a level of interest. In the US, the common language tends to be sports teams, while in the UK, the weather might be the way you fill that gap between participants on a conference call.

For example, Pamela relates the story of an emphatic difference between Finns and Americans which she learned from a Finnish colleague: if something is important, a Finn will usually say it just once, “and you’re supposed to know that it’s important,” she says. “But in the US, we tend to repeat something if we think it’s important. In an international school, you pick up on the different cultural habits, even when you’re speaking the same language.”

Pietro Dova (Belvedere, 1980) agrees. Now founding partner at investment company XG Ventures, he was part of the team responsible for the IPO of one of the world’s best-known companies, as Google’s Corporate Controller and Finance Director from 2001 to 2007. “A lot of companies in the US are very self-centred,” he says. “They think about their business in the US ▶



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In the business world, curiosity is a huge advantage

John Elink-Schuurman
(Belvedere, 1984)



“

An international education enables you to pick up on different cultural habits even when you are speaking the same language

Pamela Bates
(Clairmont, 1985)

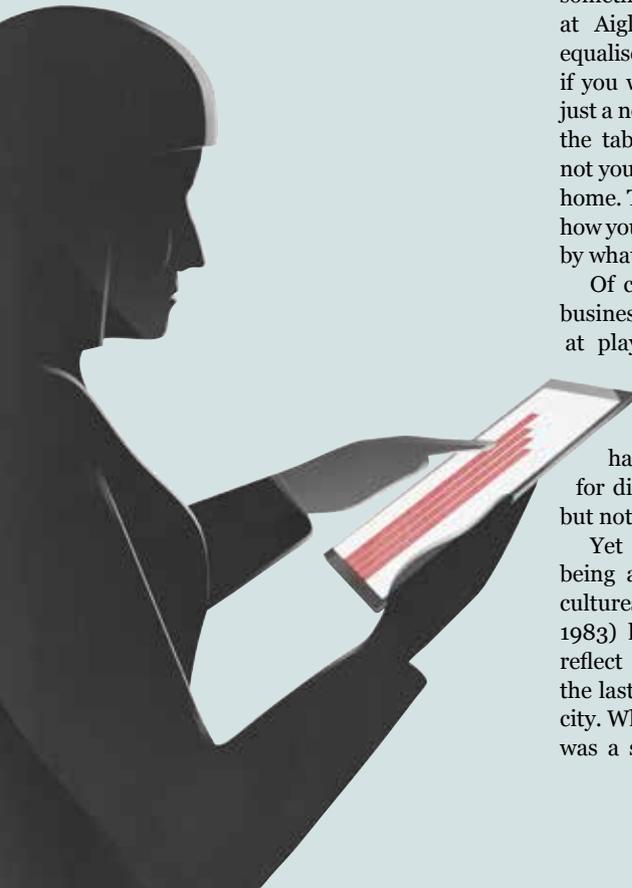




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Table service was the great equaliser; it taught us about our status and about respect for others

Pietro Dova
(Belvedere, 1980)



first and then, when they try to expand internationally, they don't necessarily understand the cultural differences as well as they should. I grew up in Italy and understand the culture there. A lot of business stuff in Italy is transacted over lunch. In the US, you just grab a sandwich and get it done – you don't sit and do it over an hour and a half. You talk business everywhere, not just over lunch. These little cultural nuances matter. It's about being able to understand your audience.”

Another aspect of leadership, he says, is respect for others and their status, something emphasised during his time at Aiglon. “Table service was the great equaliser,” he remembers. “It didn't matter if you were a member of a royal family, or just a normal family – you had to wipe down the table and do your chores, whether or not you had 100 people to do that for you at home. That taught us respect for others, and how your status in life is not only determined by what's handed down to you.”

Of course, when it comes to success in business, there are plenty of other factors at play, as Pietro points out: “Does an international education make you a good business person? That's a totally different story. You could have all the appreciation in the world for different backgrounds and ethnicities but not be a good business leader.”

Yet there's an inevitable advantage in being able to identify with people across cultures, as **Shuja Jashanmal** (Belvedere, 1983) knows first-hand. Few cities better reflect globalisation's inexorable rise over the last 30 years than Dubai, Shuja's home city. When he went to Aiglon in 1976, Dubai was a small town with few opportunities.

Now, it is the biggest city in the United Arab Emirates, a truly international hub with one of the world's fastest growing economies.

As a director at international retailers Jashanmal Group, as well as having founded his own ventures, he has witnessed this extraordinary growth first-hand. His education, he says, is one of the factors that drives his business success – even if he didn't know it at the time.

“After graduating, I was getting involved with the family business and doing deals with the French, Singaporeans, Americans, English. All of sudden, I understood why business was coming my way,” he says. “Those of us with an international education understood how to close deals better than other people. We understand the benefits of being able to speak different languages and understanding other people's cultures without prejudices. People from different cultures and backgrounds felt comfortable with me. I never realised that my time at Aiglon would give me the upper hand in understanding people so much better than my competitors.”



“

It gave me the upper hand in understanding people so much better than my competitors

Shuja Jashanmal
(Belvedere, 1983)

It is all about relationship-building skills, agrees John. “At the end of the day, people do business with someone they like,” he says. “It’s not because you have the best product, or the cheapest product, or the slickest sales pitch. It’s more fundamental, it’s an emotional appeal. They have to like you and trust you to do business with you, and to trust you they have to like you.”

Knowing how to get them to do that is a process which starts when you first meet your new roommates and realise that, whatever your differences, you’re getting along, right here, right now – and that is something that could make all the difference. Those thousands of tiny negotiations over shelf space or map-reading or which movie to watch have a value: they’re all actually about compromise and understanding. “At Aiglon, you are thrown together and you have to figure out your differences and how to resolve them. And at a pretty young age, too,” says John.

Like John, Shuja had a diverse group of roommates and friends. His closest friends remain those he made at Aiglon

and their current addresses are a roll-call of developed and emerging markets: a South African who now lives in San Francisco, an Egyptian and a Canadian living in Saudi Arabia, a Vietnamese woman who lives in Washington DC, and an American in Milan.

He saw friendships across far greater divides than simply language or manners, however. Jewish boys were friends with Muslim boys, black South Africans were friends with white South Africans – and this was in the 1970s, at the height of apartheid, when the two would be highly unlikely to even be able to speak to each other back home. “It was only when I went to university that I realised there were divisions in the world which I wasn’t aware of,” Shuja remembers. “My education allowed me to bridge those divides – without even knowing that they were being bridged.”

Pamela, who attended Aiglon at the height of the Cold War, says that Aiglon brought the rest of the world closer. “We were very aware of what was going on in other parts of the world at the time, such as the war in Lebanon, as there were children there from these places,” she says.

“These are your roommates. You have different backgrounds but you all go through that same experience at Aiglon. And perhaps an international education helps you realise that actually, despite all those languages or cultural mores, our commonalities far outweigh our differences.” That’s something that all good leaders understand. 🗣️



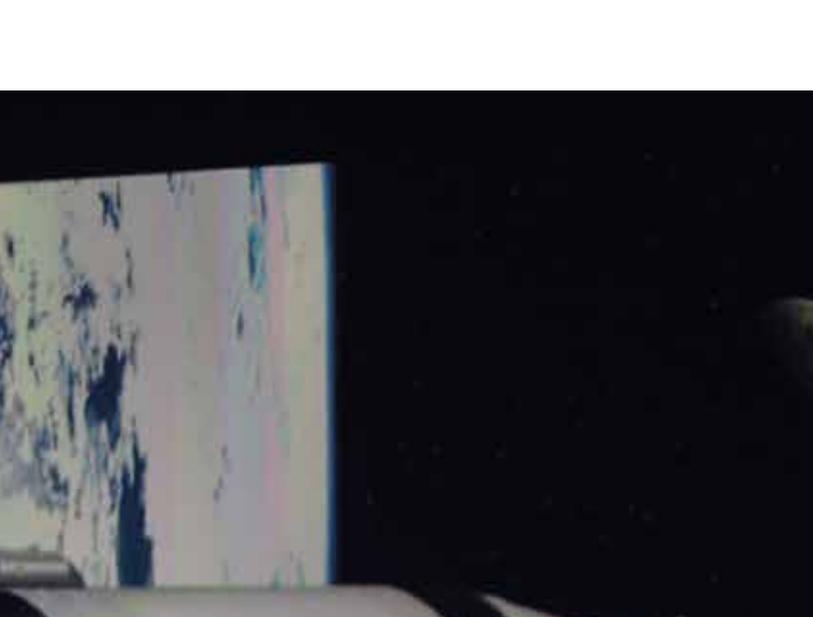
ROUND *of* APPLAUSE

As Aiglon hosts Round Square's 50th anniversary conference, we uncover the role the School has played as a founding member – and what it means to Aiglonians.

Writer: WILLIAM HAM BEVAN
Photography: IAN WHITE



Left —
Apollo 15 Command
Module Pilot Colonel
Alfred Worden takes
the stage during
the 50th Round
Square International
Conference, co-hosted
by Aiglon in October.



WHEN ALESSANDRO BAREL DI Sant Albano (Belvedere, 2012) arrived at Aiglon College in 2008, he carried with him a valuable piece of advice. He says: “The weekend before I started school, my father told me, ‘Say yes to everything. You’re going to develop new passions and see new things.’ And he told me a lot about Round Square, because he had been to Gordonstoun, one of its founding schools.”

Alessandro quickly acted upon this, volunteering for the Round Square committee. This opened the door to some extraordinary experiences over the next four years at Aiglon. A conference at Wellington College, for example, offered the chance to visit the Royal Military Academy Sandhurst and see how British Army officers are trained – and to attempt their feared obstacle course. But most memorable of all was a trip to a women’s refugee camp during a conference programme in Thailand.

“We met women who had endured incredibly difficult lives, and were now trying to improve their prospects. Some of them had been there for years. Befriending them, even though we were there only for a day, was a remarkable experience. Of course, there was a language barrier, but it’s incredible how the universal language is a smile. That’s something that stays with me wherever I go.”

Today, more than 120,000 young people across the world are granted similar opportunities through Round Square. The organisation embraces close to 170 member or candidate schools on five continents, all of which share a holistic approach to learning aligned with the philosophy of the German educationalist Kurt Hahn, a

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It’s a philosophy not
a club; it’s about
students thinking
of other people

source of inspiration for Aiglon’s founder, John Corlette. Its ethos is encapsulated in the acronym IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service.

In 2016, Aiglon was one of two member schools chosen to host Round Square’s 50th anniversary international conference. The five-day event in October brought delegates from all over the world to Villars, and included parallel programmes for students and adults.

“Almost 50 students were involved in working on the conference,” says **Mr Peter Willett**, Head of Art and current Aiglon Round Square Coordinator. “It wasn’t a school project. It was a real event, with a budget that they had to plan and deliver. It was valuable in helping them develop personal leadership, organisational and planning skills, and I’ve been very proud of them. I foresee that Aiglon will be a richer place because of the conference and the students’ engagement with putting it on. And what a privilege to host it in the 50th anniversary year!”

An honour, yes, but also an appropriate choice. Aiglon is one of the six original schools that formed Round Square; two of the others, Schule Schloss Salem in

Germany and Gordonstoun in Scotland, were founded by Hahn himself. It was one of Hahn’s former pupils, Jocelin Winthrop Young (later an eminent educationalist and headmaster), who first had the idea of gathering together the headmasters of the ‘Hahn Schools’ in 1966 to form a permanent partnership. A second meeting in 1967 at Gordonstoun gave the fledgling organisation its name, after the school’s distinctive circular court.

Aiglon’s values were already in close accord with those of the other schools. John Corlette’s blueprint had owed much to Kurt Hahn’s ideals of experiential, holistic education, though the two men had not always seen eye to eye. During World War Two, John Corlette had taken up a post at Gordonstoun under Hahn’s headship but left in 1945 as the two began to take different courses. Nigel Watson’s history of Aiglon College, *With Wings as Eagles*, says of this episode: “Both Corlette and Hahn were strong-willed, idiosyncratic individuals and it was only a matter of time before their proximity brought about a clash of temperament... Relations between the two men remained strained until the last years of Hahn’s life when a form of mutual understanding was reached.”

For its first three decades, Round Square was organised along far less sophisticated lines than it is today. Former staff member **Mr Tony Hyde**, who was appointed Aiglon’s representative in 1979 by the Head Master of the time, Mr Philip Parsons, says: “It was a person-oriented organisation. It was the headmaster who was the member, not the school. If the head moved elsewhere, the school was no longer part of it unless the new head was co-opted.”

“At that time, the only things in which the representative was involved were the organisation of student and staff exchanges and putting together the international conference delegation – as well as the organisation of said conference if the school was willing to do it and was selected.”

With the gradual addition of new initiatives, Round Square’s remit expanded. Mr Hyde recalls that, from 1981, he was given the task of drumming up support for the new Round Square International Service (RSIS) venture, which brought – and still brings – students from member schools to work on practical philanthropic projects in the poorest parts of the world.

The innovations continued when Ross Hunter, Elizabeth Senn, Simon Braidwood and Nick Teal took their turn as representative. Aiglon hosted a successful international conference in 1990. Mr Hunter recalls all delegates being able to fit into the hall, both for meetings and the final dinner;

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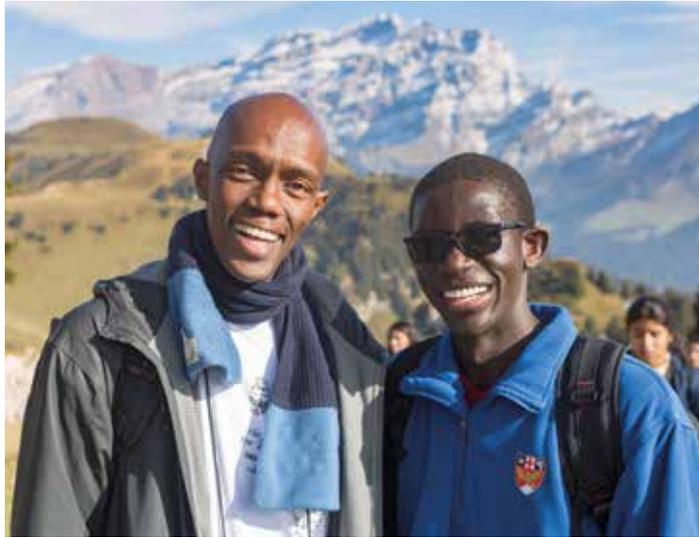
We’re sowing seeds; it’s great to hear those seeds coming to fruition

by 2008, the organisation had grown to such size that annual conferences had to be held at two schools simultaneously.

Soon after taking over in 1990, Mr Braidwood started up the Boronka Project in Hungary – a collaboration with fellow Round Square founding school, Schule Schloss Salem. Each summer, a minibus of volunteers from Aiglon would head out to south-west Hungary to help with wildlife and habitat conservation. During this time, there was also a drive to raise funds from school activities, notably triathlon days, and strong Aiglon delegations attended annual conferences in Germany, Scotland, India, Australia and Canada.

Mr Hyde became Round Square representative for a second time in 1999 until his retirement in 2009. The difference in his duties this time around was striking. He says: “I was responsible for student exchanges, organisation of two regional conferences, raising money for the Prince Alexander Project Fund [to support RSIS], spreading the word about Round Square within the school itself, and organising the annual triathlon to raise funds for the six Starehe scholarships for students attending

Below, left to right — Aiglon scholarship student James Okaro Juma (St Louis, Lower Sixth) with Mr. Robert Mwangi, the Round Square representative from his former school, Starehe Boys’ Centre and School in Kenya; the Tony Jashanmal Sports Centre was transformed into a state of the art conference centre, hosting world-class speakers and outstanding performances.





Left — Delegates starting off on a mountain excursion from the train station in Bretonne.



that school in Kenya. I was also responsible for promoting and co-ordinating the process for Aiglon students attending both RSIS and regional service projects.

“The role definitely expanded after the international conference in 1990, which turned it from a person-oriented membership to a school-based one. It now involves a much greater workload and commitment, and a wholehearted belief in the philosophy and ethos of the organisation.”

It’s a sentiment that is echoed by his successor, Mr Willett. He says: “Yes, it’s an organisation that gives our students access to like-minded schools around the world; but an important thing to emphasise is that it’s a philosophy, not a club. Through the IDEALS, it encourages students to think outside the box, and not just about themselves but about other people.”

The impact of Round Square on Aiglonians’ lives can be profound. **Maiga Winzenried** (Clairmont, 2009) says: “I ended up studying environmental management at university and I think quite a bit of that was due to Round Square – topics of sustainability and environmentalism were involved in a lot of the activities. And in the end, having to make things work with people from entirely different backgrounds is interesting and useful.”

As well as taking part in conferences, Maiga spent three weeks on an RSIS project in Ladakh, a remote and mountainous region of India. She says. “We were camping for three weeks next to a monastery to build a dormitory for kids at the school. Some of them lived miles away and wouldn’t go to school unless there was somewhere for them to sleep.”



Left — Throughout the week delegates were encouraged to stamp their Round Square Passport to record their engagement with the Discovery Framework.

The harsh environment, physical labour and cultural differences – with the young delegates spending time with child-monks as young as three at the monastery – required a great deal of adjustment. “It was a shock,” she says. “When we returned to Aiglon, we were all quite quiet for a month or so, because we’d not seen anything like that before; but it was good to be able to take part in helping there. Now, whenever I go travelling, it’s always to do a service project or something that involves the community or the environment.”

Darina Satdinova (Exeter, Upper Sixth) was heavily involved in organising the 50th anniversary conference, heading up the pastoral committee. “I live and breathe Round Square,” she says. “As well as all the conference planning, I’m on the school committee. We work on all the fundraising events, such as the Halloween and Valentine’s dances, and the international days. Anything that’s done under the Round Square name, we have to organise. We decide on the prices and we’re in charge of the money, the emergency fund and so forth.”

And while all this experience has already built up her confidence in her leadership abilities, Darina believes that the full benefits of Round Square will only become evident in her life beyond Aiglon College. She says: “When I’m working, in 10 or even 20 years’ time, I think I’ll still find it valuable how I participated in this and learnt how much a whole team effort really matters when you’re pulling together a big project.”

Mr Willett agrees. “We can never entirely know what the effects of Round Square will be on our students’ futures,” he says. “We can give our students these responsibilities at a young age, or expose them to people who live in a poor environment, or to refugees who have risked everything. But we’re sowing seeds, not growing trees.”

“Often, these are things that have a great impact on their lifelong decision-making, or their philanthropy in later life. And it’s always great to hear that the seeds have come to fruition – sometimes many years down the line.” **A**

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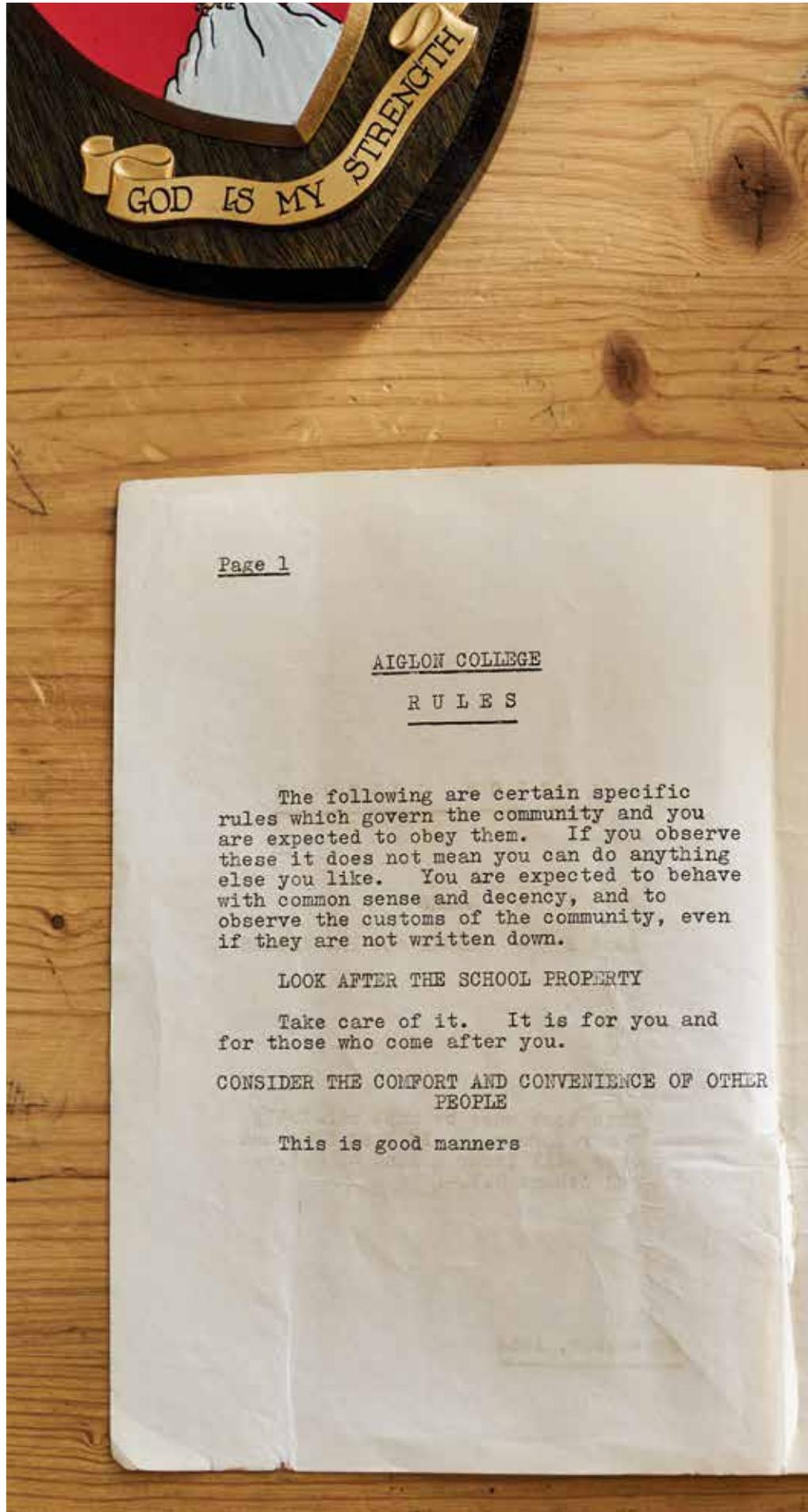
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Writer: MEGAN WELFORD
Photography: JOE MCGORTY

John Corlette set out Aiglon's original guiding principles for conduct and behaviour. How much have they changed? Not as much as you might think.

RANKS, RULES, *and* PRIVILEGES



This original 1964 copy of Aiglon's Rules, Ranks, and Privileges was recently donated to Aiglon's archives by David Rebak (Clairmont, 1965)

Page 2

GUIDE TO CONDUCT

1. Always show consideration to other people. This is the hall mark of courtesy and good manners.
2. Don't make unnecessary or exaggerated noise.
3. Don't draw attention to yourselves. Never be loud or vulgar.
4. Show reasonable restraint in your dress.
5. See that your clothes are neat and clean, and appropriate to the occasion.
6. Don't loiter, lounge about or look sloppy.
7. Always make way for others and defer to those older than yourself.
8. Notice if anyone else is in difficulties and if you think you can be of service, offer quietly to help.
9. Show respect to everyone you meet regardless of their social position, nationality, colour or religion.



THE PAPER IS YELLOWED, and the edges worn, but Aiglon's 1964 guide to conduct seems as relevant today as it was 50 years ago. There are nine simple rules to follow, from 'Always show consideration to other people; this is the hallmark of courtesy and good manners' to 'Never be loud or vulgar' and 'Show respect to everyone you meet regardless of their social position, nationality, colour or religion'.

David Rebak (Clairmont, 1965) still has an original copy of his handbook. "The rules were actually pretty good," he says. "There were well-defined boundaries and the regulations were not unnecessary."

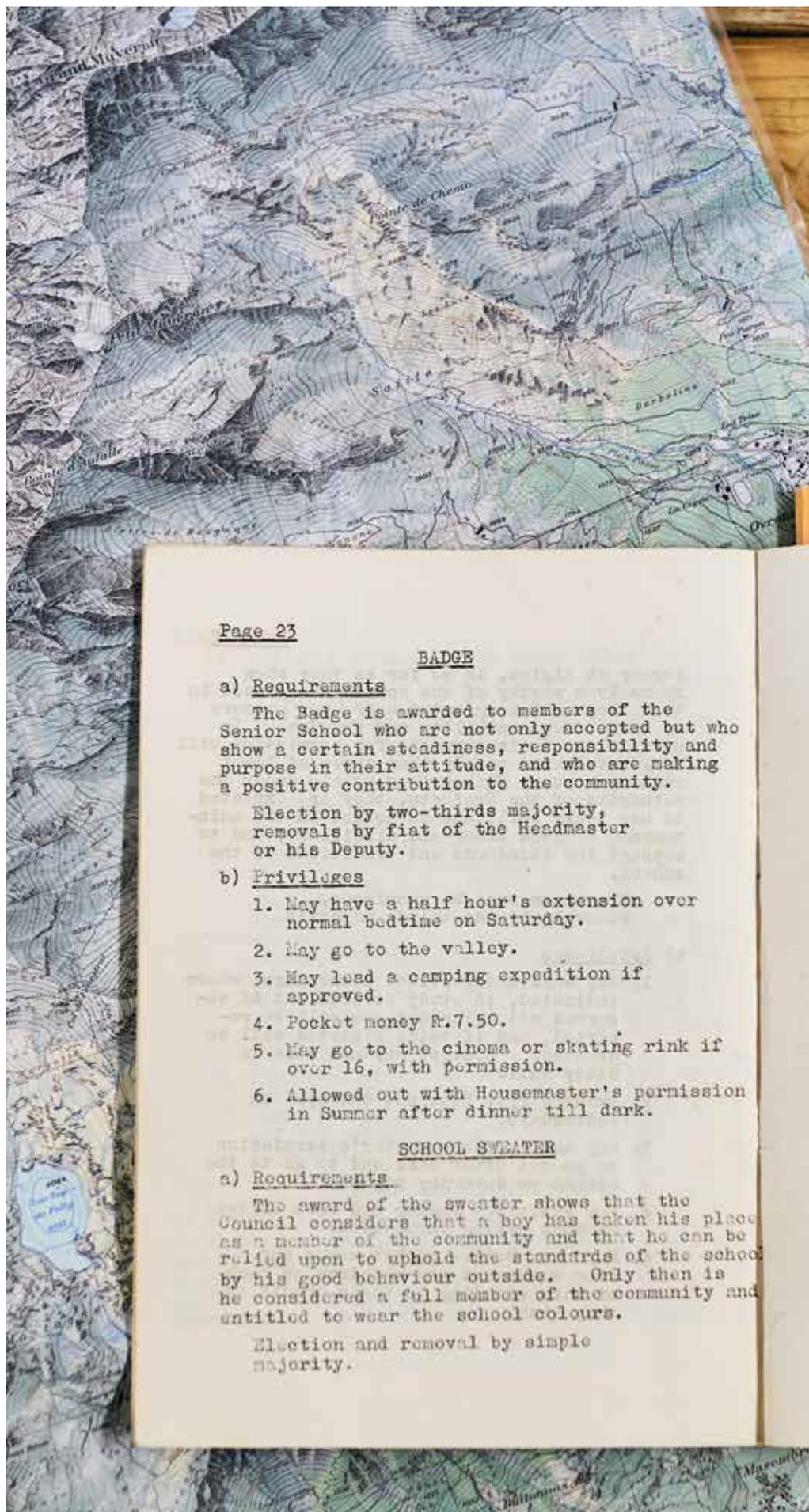
Not much is known about how the original Rules, Ranks and Privileges were devised but, reading them today, the emphasis on community and good manners shines out. Indeed, these values were a mainstay of John Corlette's approach to discipline which, unlike the stratified English boarding schools of the time, focused on developing a sense of personal responsibility through leadership and outdoor activity.

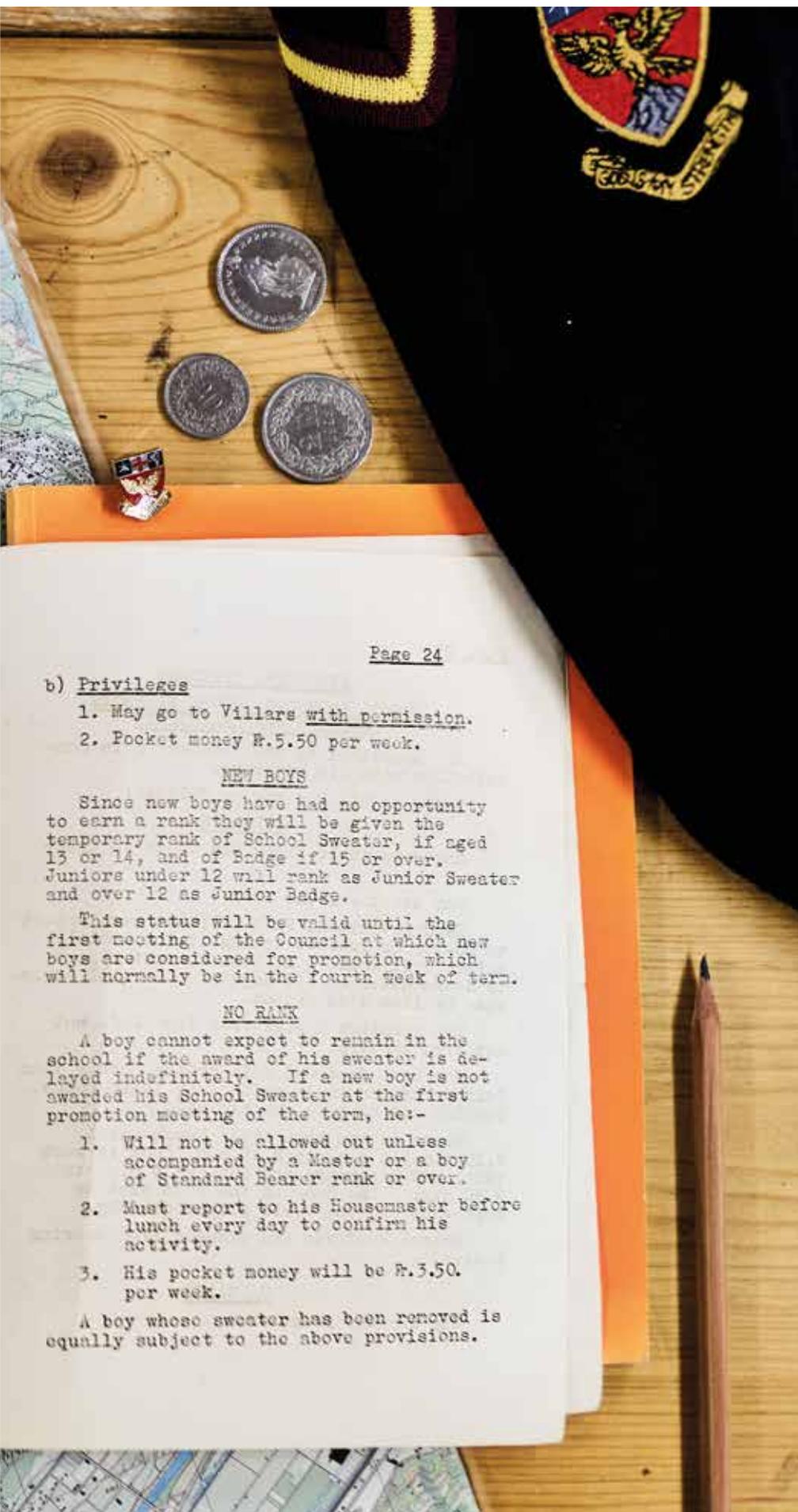
Mark Owen Greenberg (Delaware, 1970) thinks that the context was also very important. "My time at Aiglon, in the late 60s, was a very tumultuous period – we had the Vietnam War, free love, the drug culture and other issues consistently on our minds, even though we were sequestered thousands of miles away from these realities," he says. "I'm sure this was a source of consternation and challenge for those imposing Aiglon's discipline – they had to maintain social order within the confines of the school."

Tony Philips (Alpina, 1984) may have attended Aiglon 15 years after Mark, but agrees that the rules were most certainly necessary. "They had to be strict, to keep a population of that age under control!" he says. "I'd say a sense of responsibility and austerity determined my experience at Aiglon. But the rules were fair."

Today, Deputy Head (Curriculum) **Mrs Nicola Sparrow** says that while the rules have been adapted to take into account such 21st century innovations as the internet and mobile phone use, the fundamentals remain the same. "We don't have petty rules that would be hard to enforce. Our rules are there for a reason, and that's usually about ensuring the health and safety of students."

Uniform is another way for students to 'push boundaries', as Mrs Sparrow puts it. "It's just part of growing up," she says. "They'll wear Ugg boots or trousers that are





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We don't have petty rules that would be hard to enforce; our rules are there for a reason

Nicola Sparrow
Deputy Head (Curriculum)

too tight for No 1 uniform – girls and boys! But it makes me smile, if that's the biggest problem we have...”

Tony remembers having to wear his No 1 uniform (“more or less a suit”) to ‘meal exchanges’ on a Wednesday night, where you were allowed to invite a member of the opposite sex to eat in one of the classrooms, where the desks would have been set for dinner for two. “The girls had to wear a dress or a skirt, but if they were in a hurry they'd leave their tracksuit bottoms on underneath, just pushed up above the knees. Very elegant!”

Aiglon's original rules may have been shaped by a desire to nurture responsible individuals – but that does not mean they were not enforced. Tony can still reel off the school's stated aim at that time without hesitation: “To train the mind and to develop in students the qualities of honesty and self-discipline; good health in body and mind and thoughtfulness and service to others,” he recites, pointing out that he can still remember it because “we were tested on our rule book at the beginning of each term. If you failed, you would be gated!”

The rule book meticulously listed the punishments that could be expected for infractions. Flicking towels, tilting chairs, leaving a light on in an unoccupied room, sticking or pinning things on the walls all resulted in an immediate 50 centimes fine (‘If the author is unknown, all will pay’).

For more serious misdemeanours (and only providing conduct was otherwise satisfactory) sanctions included demotion, warning to parents, gating and finally expulsion, as David recalls. “On Saturday nights you were allowed into Villars, to go ▶

Guide to conduct, Aiglon College

1964

1

Always show consideration to other people. This is the hallmark of courtesy and good manners.

2

Don't make unnecessary or exaggerated noise.

3

Don't draw attention to yourselves. Never be loud or vulgar.

4

Show reasonable restraint in your dress.

5

See that your clothes are neat and clean, and appropriate to the occasion.

6

Don't loiter, lounge about or look sloppy.

7

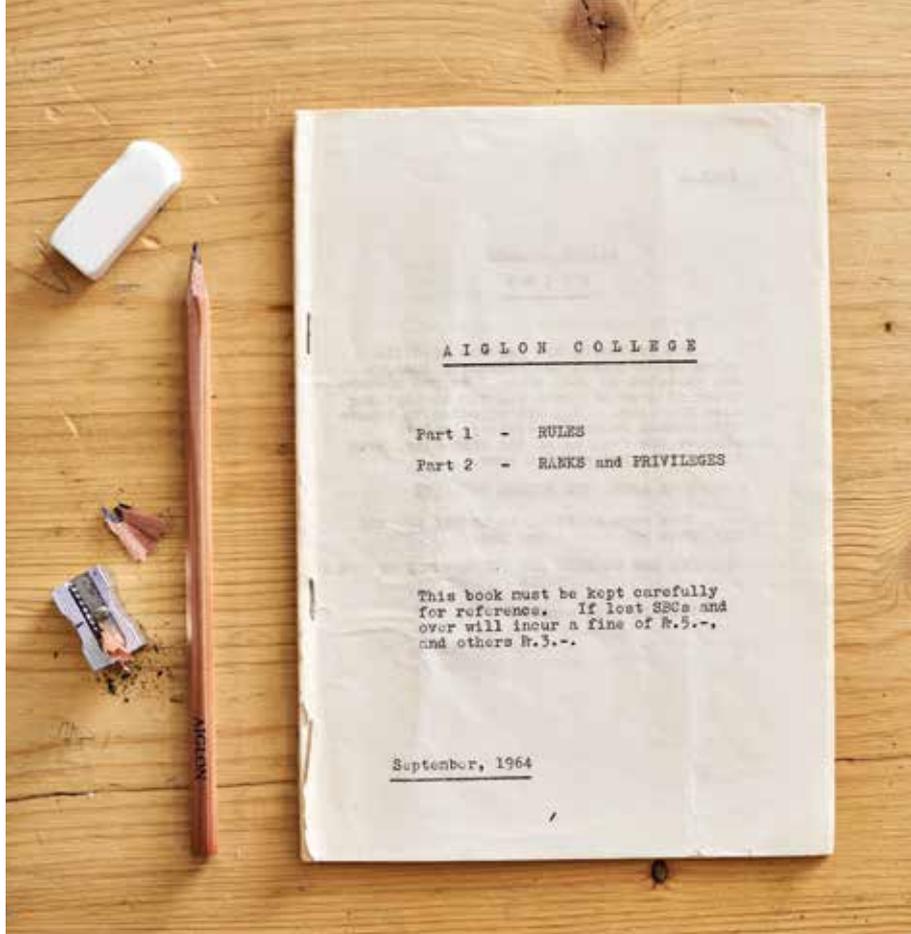
Always make way for others and defer to those older than yourself.

8

Notice if anyone else is in difficulties and if you think you can be of service, offer quietly to help.

9

Show respect to everyone you meet regardless of their social position, nationality, colour or religion.



Guide to conduct, Aiglon College

2016

1

Be considerate, polite and helpful in all your dealing with other people.

2

Help to maintain a good working atmosphere in the classroom through your own positive behaviour.

3

Avoid drawing attention to yourself by acting in a loud or vulgar way.

4

Dress sensibly and modestly.

5

Care for the campus as well as the surrounding environment.

6

Strive for high standards of conduct at all times.

7

Make sure that visitors to Aiglon are made to feel welcome.

8

Aim to present a positive image of the school in the wide community.

9

Treat people with respect regardless of social position, nationality, race, gender or age.

to the Sporting or the bowling alley under the ice arena. You'd lose that privilege by coming back late – that was the worst." **Lucy Gold** (Clairmont, 1973) agrees. "Not being free to go the café to play fußball was awful!"

Mark recalls the dreaded dinnertime 'haircut checks' by the resident prefects, alongside immediate expulsion for possession of any banned substances. "We quickly learned that serious transgressions had serious consequences; and each semester a small handful of students were 'renditioned' back to their home countries, never to return to Villars," he says. "It was tough, but fair." David agrees. "John Corlette had a rigid exterior. But he was a kind guy."

Perhaps that is why, alongside the rules, were the privileges, earned and maintained through exemplary behaviour and good citizenship. Standard Bearers, for example, were required to show 'a high standard of personal integrity, responsibility and loyalty' and able to assume 'moral responsibility not only for themselves but for the community as a whole'. And in recognition of their status, they were permitted to 'keep their shoes and coats in their rooms', do 'detention in their own time' and were 'excused PT on Wednesdays – but not showers'.

"Rising through the ranks defined you as more or less a good person," David says. "People knew those students as good, fair citizens." It also provided a powerful incentive to go the extra mile, as Tony

explains. "If you just kept up your scholastic performance nothing bad would happen. But not much good either," he says.

"The only rule I resented," says David, "was that prefects inspected your bed-making while you were down at breakfast. If your corners were not military standard they pulled all the covers off and left them in a pile on the floor. The same with your sweaters. It's not that I'm neurotic now, exactly, but I still have to have my sweaters folded!"

David has kept up other habits learned at Aiglon. "I still do meditation before breakfast," he says. "Also PT – where we had to go outside for 10 minutes in storm and tempest – wakes you up pretty good. I don't have a cold shower every day, but doing exercise every morning helps me a lot."

He is not the only Aiglonian for whom the rules instilled many years ago still have resonance. "I still sleep with the window open!" says Lucy. And Mark says that Aiglon's rules proved critical. "I cannot imagine where I would have wound up without the several varieties of 'discipline' that ranged from punishment to personal responsibility," he says.

And still the school's core aim endures. Today, it has been rearticulated as: 'The balanced development of mind, body and spirit through challenge, respect, responsibility, diversity and service.' It's not so different from what Tony learned years ago, and remains, as he says, "a pretty decent set of rules to live by". **A**

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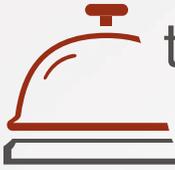
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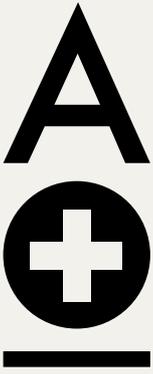


*D. & G.
Charlet-Ançay*

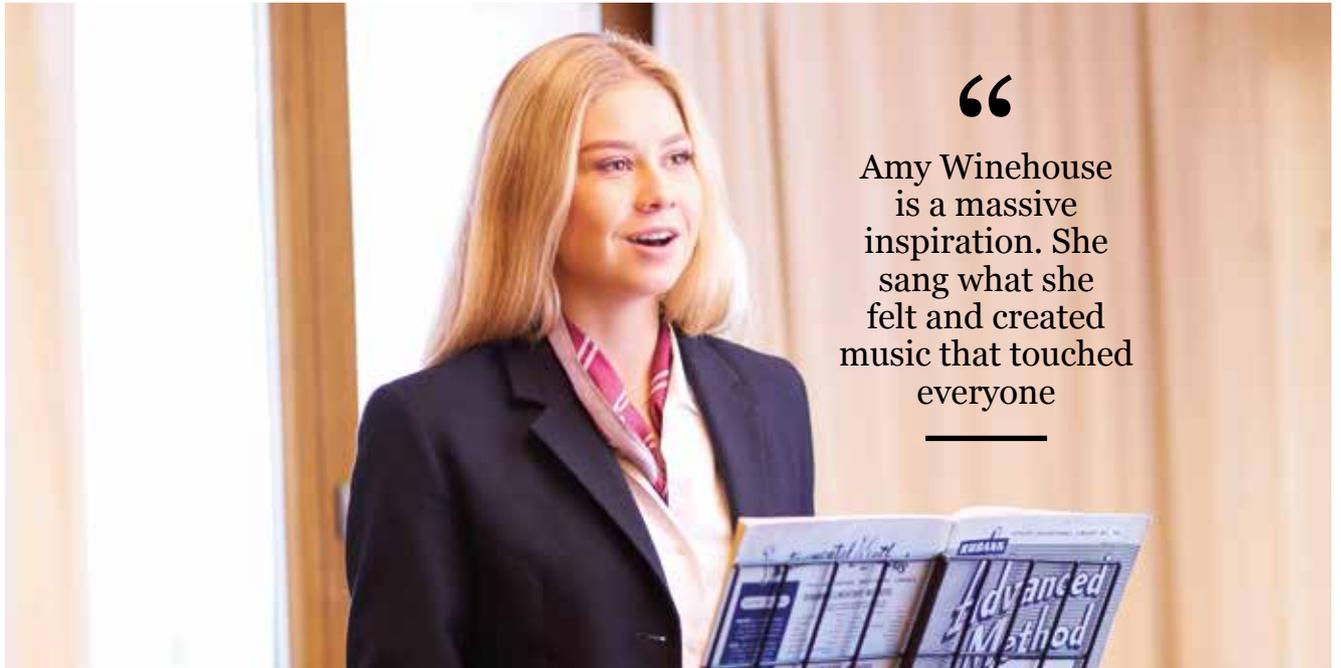
*De nos passions,
nous en avons fait notre métier!*



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“

Amy Winehouse is a massive inspiration. She sang what she felt and created music that touched everyone

Why I love... Choir



The best thing about singing in the choir is working with people who share the same passion. We're all musicians and whenever we travel it's like being one big family – you learn so much.

Last year the choir went to Singapore and Malaysia for a tour, which was incredible. We performed to lots of different audiences in schools, churches and at the Swiss Embassy. We travelled a lot and got to work with other choirs and other teachers – learning their technique and how they sing.

My parents aren't professional musicians but there was lots of music at home. My mum is a dancer and plays the piano, my father plays the guitar and my sister is very musical. I play the piano, guitar and drums – all different influences from my family.

The choir is a good opportunity to sing different types of music: in December we sing Christmas carols and in Singapore we sang Mozart – it's very varied. Our next project will be a musical, and I'm really looking forward to that. I'd love it to be something like *Les Misérables* – really dramatic and emotionally powerful.

For our grade exams we sing classical pieces in different languages but my

voice is jazz or modern – it's definitely not classical. I love listening to jazz. Amy Winehouse is a massive inspiration for me, she was so original. She had a tough life – she sang what she felt and created music that touched everyone.

I started singing at the age of five, but only as a hobby. Coming to Aiglon has given me the opportunity to develop and improve my voice. As well as singing in the choir I have private lessons and our teachers are super supportive.

Choir gives you a lot. You learn how to work as a team and make lots of new friends. And because it's something you do by choice and something that brings me a lot of joy, it brightens up my day. It can be nerve-racking too – just because you love it doesn't mean you're not scared! My first solos were quite frightening but coping with that boosts your confidence.

After Aiglon, I definitely want a career in music. I had thought about doing something more mainstream, like business, but I spoke to my teachers and my parents and they said: "This is something you love, why not pursue it when it gives you so much joy?" I couldn't agree more! 🎧

Zuzanna Dabrowska
Clairmont, Lower Sixth

BEHIND THE SCENES

Housekeeping

Where do Aiglon's missing teaspoons, towels and pillowcases go?
We ask Gouvernante Générale Manuela Beata.





Left —
The housekeeping team in action at the new Exeter building, from left to right: Simica Brusnjak, Déolinda Cardoso, Ruza Vukovic and Elisabete Morais.



Writer: MEGAN WELFORD
Photography: JOE MCGORTY



keeping the hidden wheels of the school turning with impeccable organisation and good will.

“Some of my ladies have been here even longer than I have,” says Mrs Beata, who has been at Aiglon for 17 years and has also helped students with their Italian and French.

“The best thing about this job is the relationship we have with each other. We’re very close, we share our moments of joy and our troubles. Many of my ladies come from abroad and I help with their papers, with their children’s problems – we help each other.

“I think the ladies feel protective of the students here and would like to be a kind of third mum to them, after the houseparents, even if that means telling them off – I mean, teaching them how to do things! But they don’t have the language. Not many speak French and only a few English. They come from Portugal and Eastern Europe mainly.” The language issue can lead to some interesting mix-ups, Mrs Beata recounts, such as one woman writing in the list of products that she needed “4 gamins” instead of “4 gants”!

Students have the responsibility of keeping their own rooms tidy and stripping and remaking their beds, which they do more or less well. “My ladies do find themselves picking up quite a few bits of paper, pencils and coins, as well as clothes, off the floor.

“Also, it never ceases to amaze me how few people, not just the students, don’t know how to work a washing machine! We’ve put up quite detailed instructions now, with pictures.”

If only the students would leave similar instructions as to where to find the teaspoons. **A**



“

We feel very protective of the students, even if that means telling them off – I mean, teaching them how to do things!

Manuela Beata
Gouvernante Générale

There is a place somewhere on Aiglon mountain, Gouvernante Générale **Mrs Manuela Beata** believes, where the school’s teaspoons, towels and pillowcases go to rest. “It could be a world only the students know,” she speculates. “These things just seem to disappear!”

Housekeeping is a world of numbers, as Mrs Beata will attest: the school gets through 2,350 rolls of toilet paper a month, 1,710 bin bags and produces 19,200 kilos of washing to be sent to the laundry. “Quite an incredible amount!” she says.

Mrs Beata’s 40-strong team may not be the most visible members of staff but without them, she says, “the school just wouldn’t function.” As well as replacing lost pillowcases, the housekeepers clean 220 bedrooms, 22 flats, 155 classrooms and 60 offices; they get breakfast ready every morning in houses; tidy the rooms and common rooms; wash toilets and windows; organise the washing of sheets, towels and clothes; prepare the rooms for special occasions. The list is practically endless.

Some start at 6.30am, others at 5pm, so the team is in motion between dawn and midnight,



PERSONAL BEST

On the up

Writer: MEGAN WELFORD
Photography: JOE MCGORTY

Before coming to Aiglon, the highest mountain Nick Topman (Alpina, Upper Sixth) had climbed was a mere 828m.

“Mountain climbing is all about discovering your capabilities. Anyone can enjoy a great view from the top of a hill, but earning it is different. Your sense of achievement is what gives it value.”

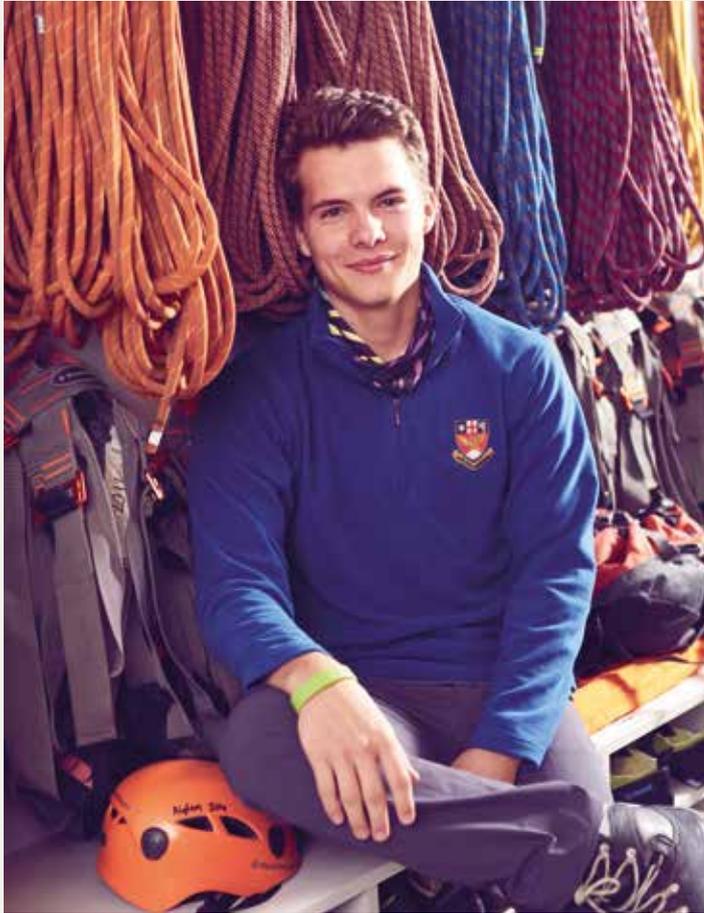
Until coming to Aiglon last year, the sort of climbs **Nick Topman** (Alpina, Upper Sixth) was used to were among the “vast landscapes” he used to run up and down in Mauritius, where he lived for five years to the age of 16. But by the end of his first year at Aiglon he’d scaled the highest mountain in Europe, Mount Elbrus, in the Russian Caucasus. At 5642m it dwarfs anything to be found on Mauritius.

Nick remembers: “We spent three days at base camp – at 3900 metres – adjusting to the altitude, making small climbs and coming



These pages —
Nick Topman (Alpina, Upper Sixth) gets ready for a high-ex with equipment from the expedition store.

Inset —
Nick on his first Aiglon high expedition to the Wildstrubel glacier.



that told them they had reached the summit. “We couldn’t see a metre in front of our faces,” says Nick. “But we’d made it! We were all hugging and high-fiving and taking it in turns to be the highest person in Europe!”

For Nick, the “trudge” of climbing is more than made up for by the sense of enormous satisfaction that comes from stretching himself to the limit. “After Elbrus we had a victory lunch in a little Russian restaurant. You could see the mountain from there and it looked huge! It was an amazing feeling that we had been up there.

“It’s the same when I look at the Dents du Midi from Aiglon, having been to the top. Given the location, it would be almost disrespectful not to take on the mountains.”

That sense of achievement, found on high expeditions such as Nick’s first foray to the Wildstrubel glacier in the Bernese Alps, is often something Aiglonians remember more clearly than any other part of school life, says Head of Expeditions **Mr Paul Wright**. “It’s about learning your limitations – and overcoming them. You can be cold, wet and miserable one minute but on a massive high the next. For some of the students it’s a surprise to get endorphins like that away from a screen!”

And that sense of purpose translates into other areas of his life and schooling. “With Elbrus I pushed myself past what I would have been comfortable with,” he explains. “And it actually gives you a sense of perspective. The climbing experience reminds you that although there may be moments in life where it’s hard, if you can persevere things are bound to get better. You have to keep telling yourself: ‘Just keep going, it’s downhill from here.’” **A**

back down to sleep in a kind of container. Not that you slept much, because of the oxygen deprivation. For a week we ate just hard bread and soup.”

During the third night their alarm went off at midnight and by 1am the intrepid team was setting off into pitch darkness, roped together, for the last 1,742m climb. “Unfortunately the altitude hit me around then,” Nick recalls. “I was barely conscious for most of the ascent – I kept falling asleep between steps. It was lucky we were roped together. I couldn’t see anything; we were in a snowstorm and it was freezing. I’d lost all sense of time and I was just putting one foot in front of the other.”

But the desperation evaporated in the glimmer of dawn as the team came upon a cross, the only clue in the blinding blizzard

“

We couldn’t see a metre in front of our faces, but we’d made it. We were all hugging and high-fiving, taking it in turns to be the highest person in Europe!

—

Share your news and get in touch with the Aiglon community at alumni@aiglon.ch

Illustrations: RUBY TAYLOR



CLAIRMONT LADIES

Aiglon was delighted to have a visit from four of its alumni this summer, all of whom were “so excited” to be back. Pictured above, outside Clairmont, are: Zita De Vita (née Zanotti) (Clairmont, 1986), Anna Ambrose (née Fletcher) (Clairmont, 1986), Stefanie Soltek (née Rademacher) (Clairmont, 1986) and Pamela Bates (née David) (Clairmont, 1985).

ON TRENDAGE

I am now on my third Silicon Valley tech company after leading two of my previous technology companies to acquisitions in 2012. The new company, called Trendage, is a consumer app to visualise clothes on your own body. As of September 2016 it had close to 500,000 users – and growing! I’m also really pleased to have fellow alumni Ilaria (Exeter, 1982) and Federico Galimberti (Belvedere, 1981), as well as Merlijn Poort (Clairmont, 1978), on my board of advisers.

Roya Mohagheghi-Ansari
(Clairmont, 1979)

ALMA SOLUTIONS

I’m enjoying my time as a concept designer, working with friends and architects to create a wide range of artwork and designs for various outlets. I have also been working in furniture, interior architectural concepts, fashion, clothing, etc. I am recently on Instagram as @almasolutions where you can see some of my recent work.

Alma Fakhre
(Exeter, 1980)

THE MAIN EVENT

Having spent five years living in Geneva and working for Four Seasons hotels, I decided to return to Spain last year and continue the family business. I’m currently managing an events service, called Finca Los Pinos, where we celebrate around 30 weddings and various other events each year.

Juan Selga Sanchez
(Belvedere, 2001)

ON FILM

I recently graduated from New York Film Academy and I’m currently in Canada producing a feature film, written and directed by David Findlay (Belvedere, 2010).

Sultan Al Saud
(Belvedere, 2006)

COMPOSE YOURSELF

I’ve been a television and film composer for 25 years and, more recently, I developed an orchestral music software that made something of a big splash in the composers’ industry (www.audiobro.com). I’m often asked for advice, and I’d be happy to be a resource for any Aiglonians thinking about music.

Andrew Keresztes (Belvedere, 1982)

CLASSES NOTES





A DAY TO REMEMBER

We were delighted to have Aiglonians from all over travelling to India for the celebration of our wedding. In attendance were: Dmitriy Dogaev (Belvedere, 2000); Alia Al-Senussi (Chantecler, 2000); Mia Kirn (Exeter, 2000); Anna Babkina (Clairmont, 2000); Aditi Bhandari (Exeter, 1997); Shruti Bhandari (Exeter, 2000); Namrata Bhandari (Exeter, 2002); Mohamed Al Saud (Alpina, 2000) and his wife Sara; Tourki Al Saud (Delaware, 2000); Steven Schmitt (Belvedere, 2000) with Florence and his daughter Lila Rose; Ilya Pyaskorskiy (Alpina, 2000); Vincent Poitout (Alpina, 2000); Samar Sarila (Belvedere, 1997); Abhimanyu Singh Garah (Alpina, 1998); Siddharth Singh Garah (Alpina, 2001); and Akshat Ghiya (Delaware, 2001). The highlight of the wedding was all the Aiglonians performing to Bollywood music for the audience.

Shreyans Bhandari (Alpina, 2000) and wife Smirti.



EVENTS



Santa Monica

October 2016
Forma

When 40 Aiglonians got together at Rob Donnell's (Clairmont, 1969) restaurant and cheese bar Forma, the conversation – and connections – flowed. Rob spoiled guests with a dazzling spread, and Kara Wood's (Exeter, 1991) nephew even came to the event straight from his interview with the Head Master!

Above: Manuel Crespo Delgado (Belvedere, 2015), Head Master Mr Richard McDonald, Marcel Burgunder (Belvedere, 2016), Alana Li (Clairmont, 2015), Hugo Ng (Delaware, 2016) and Igor Blatnik (Alpina, 2016).



Miami

October 2016
Soho Beach House

As locations for an Aiglon event go, the penthouse of the beautiful Soho Beach House in Miami Beach takes some beating. More than 30 guests, including five prospective families, were indebted to current parents Jared and Michelle (Kremer Exeter, 1988) Goldberg for their hosting. One current student in attendance, was even offered a summer internship in London.

Above: Rita Herring (Exeter, 1984) and Igor Blatnik (Alpina, 1987).



New York

October 2016
Fine Arts Building/Yale Club

Alumni spanning more than five decades enjoyed hearing Head Master Richard McDonald's presentation at a reception hosted by Gerald and Mita Bland (née Corsini) (Clairmont, 1972). The event, at the Fine Arts Building, preceded a gala evening at The Yale Club, where 100 guests raised more than \$20,000 in an auction to benefit the John Corlette Scholarship Fund.

Above: Aimee Krogh Salmi (Clairmont, 1990), Kanna Kitamura (Clairmont, 1990), Bibi Parsons (Staff, 1976-94), Celia Rogge (Clairmont, 1989) and Angela Lester (Chantecler, 1989).



Tokyo

November 2017
Angkasa Indonesian Restaurant

When John Bitar (Alpina, 2016) booked his trip to Tokyo, he had no idea that he'd run into 25 other Aiglonians at the Angkasa Indonesian Restaurant, owned by alumna Erdina Oudang (Chantecler, 1996). However, as a result of being in the right place at the right time, John was able to join guests who had travelled from far and wide to be at the annual event, organised by Tomoya Kaji (Delaware, 2006). The result? A long night filled with fun for all.

We get everywhere... Other recent events have been held in Moscow, Mumbai, New Delhi, Vancouver, San Francisco, Montreal, Bangkok and Sydney. To find out when we will be coming to a city near you, visit www.aiglon.ch/meetus



LIKE CLOCKWORK

I so enjoyed coming back to Aiglon last summer, both for a reunion and also an interview with *Annabelle*, a Swiss magazine which ran a feature on my memoir, *In the Name of Gucci*. So much has changed, but there is also still plenty that is the same – everything still runs like clockwork!

Patricia Gucci (Clairmont, 1982)

HOLIDAY OFFER

I have been living in Sarasota, FL, with my children Eleni (16) and Constantine (15) who have been running the front of house at the busiest Thai restaurant in town for the last two years. I am now moving to Cuba to host visitors in a seaside resort near Havana. I'd love to extend an invite to Aiglonians to enjoy swimming, fishing and cultural excursions – the package includes meals, a cook, diving and a car and driver. Email me at katrina.yamani@gmail.com and discover the magnificent untouched paradise as it opens to the west!

Katrina Yamani (Clairmont, 1985)

ON SHOW

Over the past 10 years, Celia has built a strong international reputation as a photographer. You can catch an exhibition of her work at the German Embassy in Washington until April 2017, and her new 'architectural journey reflecting the cities of New York, London and Berlin' is at the Neue Galerie in Berlin.

Celia Rogge
(Clairmont, 1989)

I'LL BE BACK

I'm thoroughly enjoying the outdoor life here in Whistler, Canada, as a qualified snowboard and mountain bike instructor, and I have the team at Aiglon to thank. They are easily the most memorable and commendable part of the school. And I really hope they haven't seen the last of me!

Matt Topman
(Belvedere, 2015)

GLOBAL REUNIONS

The return of the Class of 1996 to Chesières-Villars in the summer was just wonderful – a time to reflect on the strong ties of friendship, loyalty and connection that Aiglon still provides under the alumni umbrella. We showed we could still put up a tent (in heels, no less), keep up our expedition pace on the hike, drink Kamikazes in Gringos and talk until our jaws ached.

Kim Steffen Hay (Exeter, 1996)



In addition to Kim's note on the 1996 reunion, two other alumni events have been successful in bringing Aiglonians together. Thirty members of the Class of 1976 returned to an event – organised by Line Stump (Clairmont, 1976) – to enjoy walks to Bretaye, picnics by the Lac des Chavonnes and a disco in La Baita that ended well past midnight! And Leyla Allahverdieva (Exeter, 2006) brought the Class of 2006 back together after 10 years with a tremendous burst of energy, hugs and a few tears. The weekend featured a mock graduation to celebrate a decade of survival in the 'adult world', a rained-out expedition that turned into huddling around the campfire and a first screening of Sultan Al Saud's now award-winning short film.



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